

# Crocketts Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	103941
<b>Local Authority</b>	Sandwell
<b>Inspection number</b>	336199
<b>Inspection dates</b>	1–2 March 2010
<b>Reporting inspector</b>	Susan Walsh

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	267
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Ruth Briggs
<b>Headteacher</b>	Miss Vicki Kavanagh
<b>Date of previous school inspection</b>	8 November 2006
<b>School address</b>	Coopers Lane Smethwick B67 7DW
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent the majority of their time in observing learning and observed nine teachers and 12 lessons. They also observed sessions delivered by learning mentors and learning support assistants as well as visiting the Funshine club. Inspectors held meetings with governors, staff from the school and the Funshine club and pupils. They observed the school's work including looking at the school improvement plan, the school's records of the monitoring of teaching and 68 parental questionnaires. The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

progress in English especially for boys in Key Stage 1 and more able pupils in Key Stage 2

- differences in outcomes for different groups of pupils
- improvements in the use of assessment
- the way the school monitors and evaluates the impact of its work.

## Information about the school

The school is slightly larger than most primary schools. An above-average proportion of pupils are known to be entitled to free school meals. The proportion of pupils with special education needs and/or disabilities is rising and is now above average. The school provides focused provision for pupils with physical and medical needs.

A high proportion of pupils' speak English as an additional language and some are at the early stages of speaking English. Pupils are from a very diverse range of ethnic heritages and faiths, but those from Indian, Pakistani and Black Caribbean backgrounds make up the largest proportions. The school relocated to a new building in September 2009. The before- and after-school provision provided by the Funshine Club is managed by the governing body. The Early Years Foundation Stage is provided for through the Reception class and through morning and afternoon Nursery sessions. The school is a pilot school for extended flexible Nursery provision. Its plethora of awards include a Healthy Schools award and Activemark and it has been recognised by the local authority for its work on inclusion and community cohesion.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good and improving school that successfully combines good achievement, extremely high standards of care and lots of fun. Pupils have a terrific time at school because of lively teaching combined with an outstanding curriculum that provides many interesting things to do. Many parents comment on the 'welcoming atmosphere' and the compassionate nature of the staff. The quality of care, guidance and support is certainly outstanding and as a result pupils feel exceptionally safe. The school caters for some potentially vulnerable pupils but ensures they are carefully nurtured so that they gradually start to overcome their difficulties and begin to blossom. The dedicated support staff and high-quality mentoring make a very important contribution to securing pupils' well-being. Much is done to raise pupils' self-esteem and improve the way they interact with others; as a result, pupils' behaviour is good. Pupils are understandably proud of their new school and make a vital contribution to securing further improvements. They know that their views are respected and are extremely keen to contribute to the school and the wider community. They have the utmost respect for different faiths and cultures and as a result the school is an extremely harmonious community where everyone gets on well together.

When children join the school in the Nursery class their skills are well below average but by the time they leave Year 6 attainment is average. All groups of pupils make good progress as they move through the school because teaching is good. Occasionally progress is a little uneven, reflecting minor variations in the quality of teaching: occasionally work does not fully match to pupils' abilities or the pace drops. The school has successfully raised levels of attainment in mathematics through an increased focus on solving problems. It is aware of the need to raise attainment in writing including improving the accuracy of grammar and spelling. As attainment is average and progress is good, achievement is good overall.

Staff are dedicated and enthusiastic and share a real desire to continuously improve their practice. They are fully committed to securing the well-being of their pupils and providing a high standard of education. They follow the strong lead provided by the head teacher and share her high expectations and ambitious vision. Monitoring and self-evaluation are rigorous. A particularly clear focus on improving the quality of teaching through carefully identifying areas for improvement and sharing good practice is having a significant impact. Consequently there is a high proportion of good and outstanding teaching which is growing quickly and is boosting pupils' progress in lessons. The school's steadfast commitment to developing the very best education for every pupil indicates a good capacity to improve further.

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## What does the school need to do to improve further?

- Raise attainment in writing by
  - paying close attention to basic skills such as accurate spelling and grammar
- Address the small variations in the rates of progress in a minority of classes by improving teaching through
  - fine-tuning the way work is matched to pupils' different abilities
  - ensuring pace is consistently high.

## Outcomes for individuals and groups of pupils

2

Attainment at the end of Key Stage 1 has declined since the previous inspection. It is now below average and reflects a steady decline in attainment on entry to the school. Nevertheless pupils make good progress in lessons and over time. They continue to make good progress in Key Stage 2. In Year 6 an average proportion of pupils gained the nationally expected level 4 in English and science in 2009. However an above average proportion reached level 4 in mathematics, reflecting the school's focus on improving attainment and progress in that subject. The school has correctly identified that pupils do not always construct sufficiently grammatically accurate sentences to reach higher levels of attainment in writing.

Pupils make good progress in the majority of their lessons and outstanding progress in some lessons, regardless of their ability or background. They are enthusiastic about learning because teaching is lively and engaging and the curriculum has been carefully designed with their needs in mind. As they say, 'We have to work hard but teachers make learning fun'. Their whole-hearted enjoyment of school is reflected in above average attendance rates. Those pupils who speak English as an additional language make progress similar to their peers. Pupils with special education needs and/or disabilities make good progress because they are very well supported. This good progress is sustained when they are taught in small groups or receive one-to-one tuition because learning support assistants are very skilled and are able to boost pupils' confidence as well as improving their skills in reading, writing and manipulating numbers. Spiritual, moral, social and cultural development is particularly strong and pupils learn to work well together and to respect one another. Pupils enthusiastically embrace the school's work with a school in The Gambia and are keen to raise funds. An excellent understanding of the importance of a good diet, together with pupils' involvement in a wide range of physical activities, demonstrates their exceptional commitment to developing a healthy lifestyle. Although their basic skills are average, their ability to use their initiative and work independently or with others and their determination to succeed means that they are well equipped for the next stage of their education.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

The quality of teaching, including the use of assessment is rapidly improving. There is a small amount of satisfactory teaching but an increasing amount is good and outstanding. Lessons are carefully planned and offer a range of exciting activities which motivate pupils well and are usually very carefully matched to their needs. Explanations are made crystal clear so that pupils understand exactly what they have to do and are able to learn well independently. Many teachers have very good questioning skills that are used both to check and extend pupils' understanding. The school has worked hard to ensure that pupils know exactly what to do to improve their work. For example, in upper Key Stage 2 pupils are able to accurately assess the quality of each others' work and provide useful pointers for improvement. Most marking is of a superb quality but occasionally in Key Stage 2 marking is congratulatory with limited indication of how improvements can be made.

The excellent curriculum takes into account pupils' interests and fully reflects the wide range of pupils' backgrounds. Developing cultural awareness is a strength of the curriculum and occurs through events such as Black history week, special project work on Africa, as well as visits from a wide range of faith leaders. Provision for information and communication technology is another key strength and as a result pupils have excellent opportunities to develop their skills and apply them in other subjects. The use of themes adds interest and excitement and the linked visits bring learning to life. The

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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recent visit by Year 2 to the Chinese quarters in Birmingham was particularly successful. A wide range of extra opportunities that range from learning to play the trombone to practicing karate all add to the huge sense of fun and enjoyment that pervades the school.

The new school provides an extremely welcoming learning environment where pupils are safe, secure and outstandingly well cared for. Pupils with disabilities and/or medical needs, and those at the early stages of acquiring English are fully included in lessons and are very well supported. Attendance is rigorously monitored and parents are keenly aware of the school's high expectations regarding regular attendance. Transition arrangements are strong at either end of the school. A particular feature is the home visit to parents of pupils in Year 6 and the work that is done to encourage independence in preparation for learning at secondary school. Pupils are well looked after while they are in the care of the Funshine Club. Although pupils enjoy being part of the club some of the activities provided are not inspiring.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Throughout the school there is a strong sense of purpose and a whole hearted commitment to achieving ambitious targets and providing equal opportunities for all groups of pupils. Staff carefully monitor the progress of different groups. For example, when it noted that boys in Key Stage 1 seemed to be progressing at a slower rate than other groups in literacy it took immediate action. Books that captured the interests of boys were introduced and staff ensured that topics and activities in lessons motivated boys as well as girls. As a result boys are fully engaged in their lessons and are now progressing at a similar rate to girls. The school vigilantly monitors the impact of its work. It is aware that it may be too soon to see the full effect of improvements to the quality of teaching, assessment procedures, and the potential for small group work offered by the new accommodation, on pupils' progress over time and levels of attainment. However, the impact can be clearly seen in the classroom.

Governors ensure that statutory requirements have been met and provide the school with effective support and challenge. There is a comprehensive awareness of safeguarding issues amongst governors and staff at all levels. As a result of their diligence safeguarding procedures are outstanding. The school also makes an outstanding contribution to community cohesion. Not only is it a highly cohesive

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community in which staff work hard to support hard-to-reach parents, but the school also has a considerable impact in the local neighbourhood. Governors have been particularly involved in setting up a community council which involves parents, pupils, governors and local faith leaders. The organisation of lively events has helped to bring diverse groups together and actively promote mutual understanding in the local area.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children achieve well in the Nursery and Reception classes because teaching is lively and activities are well matched to pupils' individual needs. There is a good balance between adult-led activities and those that children choose for themselves and the outdoors is used exceptionally well to foster children's learning. Many children have limited language and social skills when they join the Nursery class. Although many children do not reach the nationally expected learning goals by the time they join Year 1 they have made good progress from their individual starting points. Children clearly enjoy school and each other's company. Parents are right to recognise that their children 'thrive' in this safe and supportive environment. In fact, there are smiles and laughter everywhere because children find that learning is fun. There is a very strong emphasis on developing children's language skills and developing early literacy skills. Although adults usually provide well-judged support for children, more adult intervention is sometimes needed to move children's learning on. Children's personal development is fostered particularly well and as a result children quickly learn routines, learn to cooperate with others and behave well. The Funshine Club provides a safe and welcoming environment for children under five. The flexible provision for Nursery aged



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children is well staffed by enthusiastic helpers who ensure that children are very well cared for. Good leadership and management ensure that staff work well together as a team and work hard to develop and improve their practice.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

### **Views of parents and carers**

Parents are very happy with the standard of education provided by the school. They are particularly delighted with the imaginative provision in the Nursery class. Many comment on the hard work and dedication of the staff throughout the school. They feel that they and their children have been well supported.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crocketts Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 267 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	76	16	24	0	0	0	0
The school keeps my child safe	47	70	19	28	0	0	0	0
The school informs me about my child's progress	39	58	28	42	0	0	0	0
My child is making enough progress at this school	33	49	34	51	0	0	0	0
The teaching is good at this school	36	54	31	46	0	0	0	0
The school helps me to support my child's learning	36	54	31	46	0	0	0	0
The school helps my child to have a healthy lifestyle	37	55	29	43	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	45	31	46	0	0	0	0
The school meets my child's particular needs	33	49	34	51	0	0	0	0
The school deals effectively with unacceptable behaviour	35	52	28	42	3	3	0	0
The school takes account of my suggestions and concerns	34	51	33	49	0	0	0	0
The school is led and managed effectively	45	67	21	31	0	0	0	0
Overall, I am happy with my child's experience at this school	42	63	25	37	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



4 March 2010

Dear Pupils

Inspection of Crocketts Community Primary School, Smethwick, B67 7DW

It was a delight and a privilege to visit your school. We really enjoyed talking to you all and listened very carefully to what you had to say. It's clear that you are very proud of your lovely new school and we can understand why. You go to a good school that has many outstanding qualities. You say that your teachers care about you a lot and we agree. They do keep you very safe indeed and value each and every one of you. We were impressed by your good manners and the way you behave well, both in and out of lessons. We admired the work of the school council and the eco warriors and we know that every single one of you plays a very important role in creating the wonderful atmosphere at Crockett's Lane School. It was great to see you all getting on so well together. You like to keep fit and healthy and we were amazed at how many of you attended the Karate club.

Your standards of attainment are similar to those reached by children at other schools. We have asked your teachers to help you to improve your writing by making sure your spellings and grammar are correct. Overall your achievement and outcomes are good. Teaching in your school is good and helps you to make good progress. There is more and more good and outstanding teaching in your school but very occasionally when teaching is satisfactory your progress slows down. We have asked your teachers to look at this. You certainly have lots of exciting things to do at school. Your visit to Stratford upon Avon sounded very exciting and you learned a lot about the Tudors and William Shakespeare.

Managers at your school are doing a good job. They are working very hard and trying to make your school into one of the very best. You can help your school to improve further by continuing to do your very best in all your lessons and focusing on improving your writing.

Thank you again for being such good company. I wish you well for the future.

Yours sincerely

Susan Walsh

Lead inspector

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